Ed 612.20 MUSIC

The teacher preparation program for music in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:

**(a) In the area of personal musicianship and performance ability:**

(1) perform as a soloist and as a member of a musical ensemble accurately and expressively from notation either vocally or instrumentally;

(2) improvise to a structured harmonic accompaniment, in a variety of styles, including but not limited to jazz;

(3) play and transpose on

a. piano; and

b. guitar;

(4) conduct representative musical literature;

(5) research, plan and present a musical performance.

**(b) In the area of aural skills and theory:**

(1) hear and, when necessary, correct individual parts;

(2) recognize a variety of historical and contemporary musical forms and genres;

(3) sight sing;

(4) notate music from listening;

(5) read and write music in

a. traditional notation using a variety of clefs; and

b. non-traditional notation;

(6) make common transpositions;

(7) analyze formal and expressive elements in written music;

(8) compose and arrange music;

**(c) In the area of music history and culture:**

1. describe the development of Western art music beginning with The Middle Ages;

(2) analyze the role of music in a variety of cultures;

(3) describe the music of a variety of cultures.

**(d) In the area of K-12 general music pedagogy, the candidate will be able to:**

1. teach students to read and write music in traditional and non-traditional notation;
2. guide students to express themselves musically through singing, playing instruments, moving purposefully, improvising, composing and arranging;
3. teach students to describe, analyze and evaluate music and musical performances through a variety of methods including guided listening;
4. create sequential instruction in music history, its role in culture, and its relationship to other disciplines.
5. Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners;
6. Use competency-based assessment strategies to determine and communicate student progress and achievement;
7. Work with colleagues to provide inter-disciplinary instruction;
8. Describe and advocate for a comprehensive K-12 music program.

(9) Use current technologies and multimedia to

a. plan and prepare instruction;

b. deliver instruction;

c. provide opportunities for music students to create, perform, and respond;

d. amplify and augment performance.

**(e) In the area of K-12 music performance pedagogy, the candidate will be able to do (1 & 2 & 3) *or* (1 & 2 & 4)**

1. Develop in students the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways including:

a. tone production in the general and extended ranges of the voice including the changing voice;

b. vocal techniques, including, but not limited to diction, breathing, and posture;

c. varied repertoire.

(2) Develop in students the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, beginning band, and orchestra instruments in healthy, age appropriate ways including;

a. tone production;

b. articulation;

c. fingerings; and

d. transposition for commonly used instruments.

(3) Instruct, rehearse, assess and refine vocalists throughout their school career and in performances of choral music with knowledge of advanced techniques of:

a. tone production in the general and extended ranges of the voice including the changing voice;

b. vocal techniques, including, but not limited to diction in English and in foreign languages;

c. varied repertoire, including music of four or more parts, accompanied or a cappella;

OR

(4) Instruct, rehearse, assess and refine instrumentalists throughout their school career in performances including advanced techniques of:

a. tone production;

b. articulation;

c. fingerings, including alternate fingerings; and

d. transposition for less commonly used instruments.